



Ladson Elementary

3321 Ladson Road
Ladson, SC 29456

Grades	PK-5 Elementary School	
Enrollment	573 Students	
Principal	Reginald Bright	843-764-2225
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Toya Hampton Green	843-723-7831

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	Average
2007	Below Average	Average
2006	Below Average	At-Risk
2005	Below Average	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

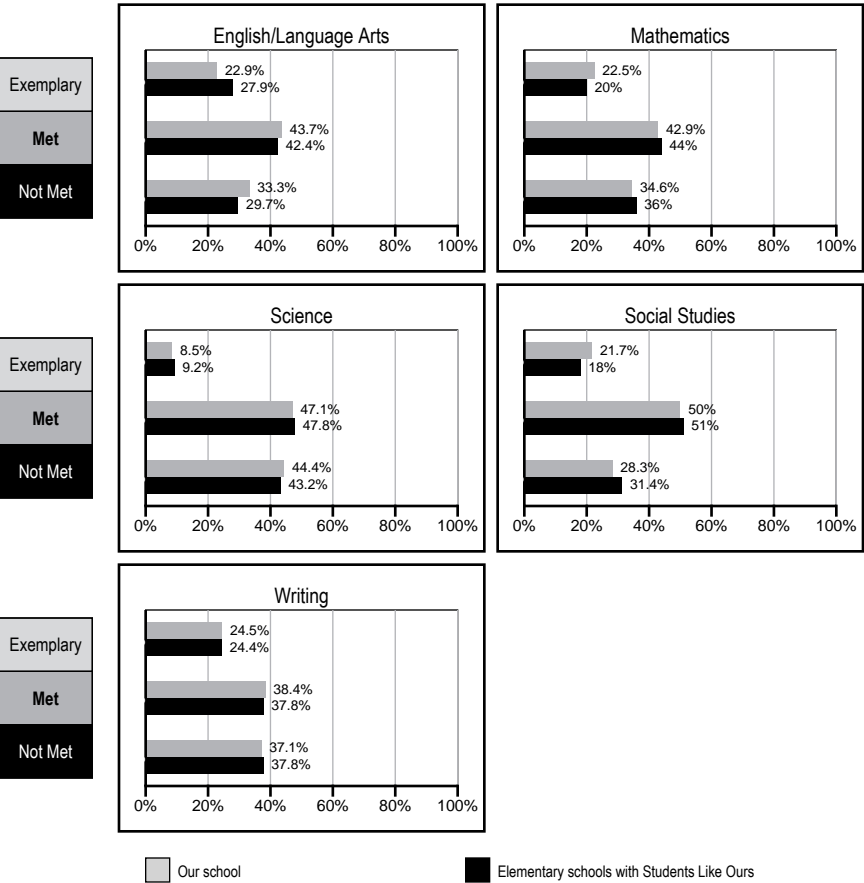
96.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	84	29	2

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=573)				
First graders who attended full-day kindergarten	96.2%	Down from 100.0%	100.0%	100.0%
Retention rate	1.8%	Down from 2.5%	2.5%	1.9%
Attendance rate	96.0%	Down from 96.1%	96.1%	96.3%
Eligible for gifted and talented	5.8%	Up from 4.9%	6.4%	10.0%
With disabilities other than speech	4.6%	Up from 3.0%	9.0%	7.7%
Older than usual for grade	0.2%	Down from 0.8%	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=39)				
Teachers with advanced degrees	53.8%	Up from 48.6%	56.8%	59.4%
Continuing contract teachers	71.8%	Up from 70.3%	76.6%	80.0%
Teachers with emergency or provisional certificates	2.8%	Down from 7.4%	0.0%	0.0%
Teachers returning from previous year	90.7%	Up from 87.1%	84.9%	85.9%
Teacher attendance rate	95.6%	Up from 93.7%	95.0%	95.1%
Average teacher salary*	\$46,531	Up 4.6%	\$46,054	\$47,149
Professional development days/teacher	8.7 days	Up from 6.8 days	11.7 days	11.1 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	21.5 to 1	Up from 17.8 to 1	18.3 to 1	18.8 to 1
Prime instructional time	91.3%	Up from 88.9%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,578	Up 2.7%	\$7,722	\$7,458
Percent of expenditures for instruction**	69.1%	Down from 72.2%	68.0%	68.8%
Percent of expenditures for teacher salaries**	63.5%	Up from 54.9%	62.4%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

This school year, 2008-2009, Ladson Elementary has continued to grow and change in order to best meet the diversity found in our school community. Our school, our families and our community all continue to be work closely together to provide a safe, enriching and challenging school environment for our children. Our school vision continues to be the guiding principal for us all as we work together to continue to grow and become all that we can be.

Our teachers work as grade level teams to share their knowledge and to plan lessons that meet the various levels and interests of our students. They are data driven and make instructional decisions that support the state standards, the coherent curriculum and the unique requirements of our school community. Along with grade level planning and support, all of our teams share information, ideas and strengths with other levels in our school.

We have once more been awarded exemplar status in our Positive Behavior Support initiative. Our children continue to practice the PAWS guidelines and are growing in personal responsibility and respect for self and others. It is rewarding to watch our older children who have been involved in the program for several years model and encourage the younger children to follow their PAWS. Our teachers, staff and families all continue to express their appreciation for all the positive changes that this initiative has caused.

Our CORE team continues to function, providing support and interventions for students who are having academic problems. Our Successmaker lab is in full use and provides computerized programs that meet specific student need. We have created a Reading Intervention class for a group of first grade students who were struggling with basic reading skills. This program has provided opportunities for growth and success in learning for our students. The use of Mountain Math and Calendar Math also serve to build the skills our students need for further success in this critical area of learning. Our Instructional Resource teacher works with small groups or individual students as well as supporting teachers in their classrooms.

As always, Ladson is always looking to the future, always seeking ways to provide the very best educational experiences possible for our students. I, as principal, am both proud and deeply honored to be a part of Ladson Elementary and the Ladson community.

June Gingrich, SIC Chairperson
Reginald Bright, Principal

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	32	78	41
Percent satisfied with learning environment	100.0%	82.1%	79.5%
Percent satisfied with social and physical environment	100.0%	81.8%	80.0%
Percent satisfied with school-home relations	65.6%	84.4%	82.1%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

NI-DELAY

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	267	100	33.3	43.7	22.9	80.1	84.9	82.8	Yes	Yes
Gender										
Male	150	100	45	40.3	14.7	70.5	81.8	79.3	N/A	N/A
Female	117	100	18.6	48	33.3	92.2	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	71	100	12.7	47.6	39.7	90.5	95.8	89.5	Yes	Yes
African American	163	100	41.6	39.4	19	76.6	74.8	73.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	96.4	92.3	I/S	I/S
Hispanic	29	100	37	55.6	7.4	74.1	76.3	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	94	82.5	I/S	I/S
Disability Status										
Disabled	30	100	N/AV	N/AV	N/AV	45.8	53.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	28	100	40.7	55.6	3.7	74.1	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	200	100	40.2	39.6	20.1	75.7	74.9	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	267	100	34.6	42.9	22.5	73.2	81	78.9	Yes	Yes
Gender										
Male	150	100	42.6	39.5	17.8	65.1	79.3	77	N/A	N/A
Female	117	100	24.5	47.1	28.4	83.3	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	71	100	15.9	47.6	36.5	87.3	94.6	87.2	Yes	Yes
African American	163	100	44.5	38	17.5	65	67.9	66.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	94.6	93	I/S	I/S
Hispanic	29	100	25.9	59.3	14.8	81.5	76.7	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	92	79.5	I/S	I/S
Disability Status										
Disabled	30	100	75	20.8	4.2	29.2	46.9	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	28	100	25.9	59.3	14.8	81.5	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	200	100	37.3	46.2	16.6	70.4	69.2	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	177	100	44.4	47.1	8.5	55.6	68.9	67.5
Gender								
Male	98	100	53	39.8	7.2	47	68.2	67
Female	79	100	34.3	55.7	10	65.7	69.6	68
Racial/Ethnic Group								
White	46	100	22	63.4	14.6	78	90.4	79.5
African American	107	100	53.9	38.2	7.9	46.1	48.1	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87.2	84.3
Hispanic	22	100	N/AV	N/AV	N/AV	52.4	58.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.4	71.2
Disability Status								
Disabled	18	100	N/AV	N/AV	N/AV	21.4	36.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	22	100	N/AV	N/AV	N/AV	47.6	58.3	59.6
Socio-Economic Status								
Subsided meals	138	100	50	44.9	5.1	50	50.2	55.1

Social Studies

All Students	176	100	28.3	50	21.7	71.7	76.8	72.3
Gender								
Male	93	100	37.3	44.6	18.1	62.7	75.3	71.5
Female	83	100	17.4	56.5	26.1	82.6	78.4	73.2
Racial/Ethnic Group								
White	46	100	22	43.9	34.1	78	91.5	80.7
African American	107	100	32.2	52.2	15.6	67.8	62.7	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89.5	88.5
Hispanic	20	100	22.2	55.6	22.2	77.8	71.4	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	90.9	72.2
Disability Status								
Disabled	17	100	57.1	35.7	7.1	42.9	46.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	18	100	23.5	58.8	17.6	76.5	71.6	67.9
Socio-Economic Status								
Subsided meals	133	100	30.4	48.2	21.4	69.6	64	62.1

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	265	99.6	36.9	38.6	24.6	63.1	74.1	70.2	96	96
Gender										
Male	148	100	53	30.3	16.7	47	67.8	63.2	96	95.9
Female	117	99.2	16.3	49	34.6	83.7	80.6	77.5	95.9	96.1
Racial/Ethnic Group										
White	68	100	17.2	45.3	37.5	82.8	90.4	79.1	95.4	95.9
African American	164	99.4	44.7	34	21.3	55.3	59.2	57.6	95.9	96
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	89.9	86.2	96.9	97
Hispanic	29	100	37	51.9	11.1	63	61.1	62.6	97.3	96.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	84	68.7	99.9	95.8
Disability Status										
Disabled	32	100	N/AV	N/AV	N/AV	19.2	29.6	26.1	95.8	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	28	100	40.7	48.1	11.1	59.3	60.2	61.2	97.2	96.5
Socio-Economic Status										
Subsidized meals	196	100	42.8	37.6	19.7	57.2	59.1	58.9	95.9	95.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	95	100	36.9	40.5	22.6	63.1
	4	86	100	31.1	50	18.9	68.9
	5	86	100	31.5	41.1	27.4	68.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	95	100	46.4	33.3	20.2	53.6
	4	86	100	20.3	47.3	32.4	79.7
	5	86	100	35.6	49.3	15.1	64.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	48	100	58.1	34.9	7	41.9
	4	86	100	33.8	55.4	10.8	66.2
	5	43	100	50	44.4	5.6	50
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	47	100	41.5	46.3	12.2	58.5
	4	86	100	13.5	58.1	28.4	86.5
	5	43	100	43.2	37.8	18.9	56.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	94	98.9	43.5	30.6	25.9	56.5
	4	87	100	27.3	49.4	23.4	72.7
	5	84	100	39.2	36.5	24.3	60.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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